

New York State School Report Card Comprehensive Information Report

BEDS Code: 13-16-01-06-0008
 Name: Arlington High School
 Principal: Thomas Brooks

Grade Range : 9-12

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	0	0	0
First	0	0	0
Second	0	0	0
Third	0	0	0
Fourth	0	0	0
Fifth	0	0	0
Sixth	0	0	0
Ungraded Elementary	0	0	0
Seventh	0	0	0
Eighth	0	0	0
Ninth	856	893	938
Tenth	773	729	749
Eleventh	669	736	693
Twelfth	594	629	707
Ungraded Secondary	0	55	0
Total K-12 Enrollment	2892	3042	3087

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	84	2.9%	111	3.6%	124	4.0%
Black (Not Hispanic)	135	4.7%	163	5.4%	176	5.7%
Hispanic	120	4.1%	138	4.5%	137	4.4%
White (Not Hispanic)	2553	88.3%	2630	86.5%	2650	85.8%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	0	0	0
Common Branch	0	0	0
English Grade 8	0	0	0
Mathematics Grade 8	0	0	0
Science Grade 8	0	0	0
Social Studies Grade 8	0	0	0
English Grade 10	27	26	25
Mathematics Grade 10	25	25	23
Science Grade 10	24	25	26
Social Studies Grade 10	24	26	24

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
49	All schools in this group are secondary level schools in school districts with average student needs in relation to district resource capacity. The schools in this group are in the lower range of student needs for secondary level schools in these districts.

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	15	0.5%	19	0.6%	22	0.7%
Eligible for Free Lunch	63	2.2%	51	1.7%	61	2.0%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		92.9%		93.0%		93.0%
Student Suspensions	198	7.2%	249	8.6%	171	5.6%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	0.9%	0.9%	1.5%
Public Assistance	1-10%	1-10%	1-10%
Student Stability	96%	99%	99%

Staff Counts

Staff	2003-04
Total Teachers	190
Total Other Professional Staff	25
Total Paraprofessionals	NA
Teaching Out of Certification*	7

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	464	284	61%	576	317	55%	636	328	52%
Students with Disabilities	37	4	11%	22	3	14%	8	1	12%
All Students	501	288	57%	598	320	54%	644	329	51%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	302	283	5	19	34	1
Percent	47%	44%	1%	3%	5%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
8	1	18	26

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	19		47		43	1.6%
	Entered GED Program*	54		32		17	0.6%
	Total Noncompleters	73		79		60	2.2%
Students with Disabilities	Dropped Out	6		8		15	4.4%
	Entered GED Program*	14		8		1	0.3%
	Total Noncompleters	20		16		16	4.7%
All Students	Dropped Out	25	0.9%	55	1.8%	58	1.9%
	Entered GED Program*	68	2.4%	40	1.3%	18	0.6%
	Total Noncompleters	93	3.2%	95	3.1%	76	2.5%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
9-12	Number of General-Education Students	356	393	394
	Number of Students with Disabilities	394	407	406
	Number of All Students	750	800	800
	Percent of Enrollment	26%	26%	26%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completion data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	0	0%	0	0%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	0	0%	0	0%	0	0%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	6	83%	6	100%	3	#
Science	19	89%	4	#	5	60%
Reading	3	#	24	100%	2	#
Writing	3	#	24	100%	4	#
Global Studies	3	#	6	83%	6	50%
U.S. Hist & Gov't	5	40%	14	86%	17	82%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	82	88%	158	74%	115	72%
Science	53	75%	139	68%	123	62%
Reading	12	100%	24	96%	6	100%
Writing	12	100%	25	100%	7	86%
Global Studies	47	60%	50	60%	42	36%
U.S. Hist & Gov't	37	49%	32	56%	24	50%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	663	759	697	76	85	67
Number Scoring 55-100	599	691	663	45	54	54
Number Scoring 65-100	548	646	621	27	39	38
Number Scoring 85-100	198	268	284	1	4	1
Percentage of Tested Scoring 55-100	90%	91%	95%	59%	64%	81%
Percentage of Tested Scoring 65-100	83%	85%	89%	36%	46%	57%
Percentage of Tested Scoring 85-100	30%	35%	41%	1%	5%	1%
Mathematics A						
Number Tested	220	814	746	74	79	70
Number Scoring 55-100	117	712	730	27	43	60
Number Scoring 65-100	61	655	697	12	35	44
Number Scoring 85-100	3	247	359	0	3	8
Percentage of Tested Scoring 55-100	53%	87%	98%	36%	54%	86%
Percentage of Tested Scoring 65-100	28%	80%	93%	16%	44%	63%
Percentage of Tested Scoring 85-100	1%	30%	48%	0%	4%	11%
Mathematics B						
Number Tested	0	0	405	0	0	4
Number Scoring 55-100	0	0	388	0	0	#
Number Scoring 65-100	0	0	360	0	0	#
Number Scoring 85-100	0	0	158	0	0	#
Percentage of Tested Scoring 55-100	0%	0%	96%	0%	0%	#
Percentage of Tested Scoring 65-100	0%	0%	89%	0%	0%	#
Percentage of Tested Scoring 85-100	0%	0%	39%	0%	0%	#
Global History and Geography						
Number Tested	774	806	784	108	99	90
Number Scoring 55-100	729	725	721	87	65	66
Number Scoring 65-100	658	676	687	59	46	52
Number Scoring 85-100	236	285	345	8	2	6
Percentage of Tested Scoring 55-100	94%	90%	92%	81%	66%	73%
Percentage of Tested Scoring 65-100	85%	84%	88%	55%	46%	58%
Percentage of Tested Scoring 85-100	30%	35%	44%	7%	2%	7%
U.S. History and Government						
Number Tested	712	742	694	76	86	68
Number Scoring 55-100	642	703	647	46	70	55
Number Scoring 65-100	601	671	616	31	60	42
Number Scoring 85-100	202	310	315	3	10	8
Percentage of Tested Scoring 55-100	90%	95%	93%	61%	81%	81%
Percentage of Tested Scoring 65-100	84%	90%	89%	41%	70%	62%
Percentage of Tested Scoring 85-100	28%	42%	45%	4%	12%	12%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	696	804	723	92	67	82
Number Scoring 55-100	671	785	702	89	57	73
Number Scoring 65-100	658	747	664	82	46	61
Number Scoring 85-100	224	264	237	8	4	3
Percentage of Tested Scoring 55-100	96%	98%	97%	97%	85%	89%
Percentage of Tested Scoring 65-100	95%	93%	92%	89%	69%	74%
Percentage of Tested Scoring 85-100	32%	33%	33%	9%	6%	4%
Physical Setting/Earth Science						
Number Tested	515	429	500	29	33	23
Number Scoring 55-100	493	405	464	27	27	17
Number Scoring 65-100	459	362	389	22	22	14
Number Scoring 85-100	151	98	77	4	4	1
Percentage of Tested Scoring 55-100	96%	94%	93%	93%	82%	74%
Percentage of Tested Scoring 65-100	89%	84%	78%	76%	67%	61%
Percentage of Tested Scoring 85-100	29%	23%	15%	14%	12%	4%
Physical Setting/Chemistry						
Number Tested	354	398	397	7	3	6
Number Scoring 55-100	329	383	391	6	#	6
Number Scoring 65-100	243	318	347	5	#	6
Number Scoring 85-100	35	93	98	0	#	0
Percentage of Tested Scoring 55-100	93%	96%	98%	86%	#	100%
Percentage of Tested Scoring 65-100	69%	80%	87%	71%	#	100%
Percentage of Tested Scoring 85-100	10%	23%	25%	0%	#	0%
Physical Setting/Physics						
Number Tested			252			2
Number Scoring 55-100			248			#
Number Scoring 65-100			231			#
Number Scoring 85-100			67			#
Percentage of Tested Scoring 55-100			98%			#
Percentage of Tested Scoring 65-100			92%			#
Percentage of Tested Scoring 85-100			27%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	71	83	90	1	0	0
Number Scoring 55-100	70	81	89	#	0	0
Number Scoring 65-100	67	80	88	#	0	0
Number Scoring 85-100	24	45	55	#	0	0
Percentage of Tested Scoring 55-100	99%	98%	99%	#	0%	0%
Percentage of Tested Scoring 65-100	94%	96%	98%	#	0%	0%
Percentage of Tested Scoring 85-100	34%	54%	61%	#	0%	0%
Comprehensive Italian						
Number Tested	99	84	98	3	0	1
Number Scoring 55-100	93	81	98	#	0	#
Number Scoring 65-100	88	78	94	#	0	#
Number Scoring 85-100	21	17	44	#	0	#
Percentage of Tested Scoring 55-100	94%	96%	100%	#	0%	#
Percentage of Tested Scoring 65-100	89%	93%	96%	#	0%	#
Percentage of Tested Scoring 85-100	21%	20%	45%	#	0%	#
Comprehensive German						
Number Tested	39	33	30	0	0	0
Number Scoring 55-100	39	33	30	0	0	0
Number Scoring 65-100	38	33	29	0	0	0
Number Scoring 85-100	10	13	14	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	97%	100%	97%	0%	0%	0%
Percentage of Tested Scoring 85-100	26%	39%	47%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	1	4	0	0	0	0
Number Scoring 55-100	#	#	0	0	0	0
Number Scoring 65-100	#	#	0	0	0	0
Number Scoring 85-100	#	#	0	0	0	0
Percentage of Tested Scoring 55-100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	#	#	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	#	#	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	198	235	248	3	2	6
Number Scoring 55-100	190	231	247	#	#	6
Number Scoring 65-100	187	224	245	#	#	5
Number Scoring 85-100	126	152	183	#	#	2
Percentage of Tested Scoring 55-100	96%	98%	100%	#	#	100%
Percentage of Tested Scoring 65-100	94%	95%	99%	#	#	83%
Percentage of Tested Scoring 85-100	64%	65%	74%	#	#	33%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	415	431	31	7	7	0
Number Scoring 55-100	386	372	25	7	4	0
Number Scoring 65-100	358	330	22	7	4	0
Number Scoring 85-100	216	174	7	1	3	0
Percentage of Tested Scoring 55-100	93%	86%	81%	100%	57%	0%
Percentage of Tested Scoring 65-100	86%	77%	71%	100%	57%	0%
Percentage of Tested Scoring 85-100	52%	40%	23%	14%	43%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	125	99%	118	94%	135	91%
Students with Disabilities	34	91%	28	93%	16	63%

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	0	0%	0%	0%	0%
	Students with Disabilities	0	0%	0%	0%	0%
	All Students	0	0%	0%	0%	0%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	677	677	677	25	25	25	702	702	702
Number Scoring 55–64	19	18	7	5	5	3	24	23	10
Number Scoring 65–84	378	310	368	11	8	13	389	318	381
Number Scoring 85–100	242	303	275	0	0	1	242	303	276
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 7-8)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 9-12)						
Number Tested			14			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			5			0
Proficient (37-39)			6			0
Reading and Writing (Grade 9-12)						
Number Tested			14			0
Beginning (0-14)			0			0
Intermediate (15-24)			6			0
Advanced (25-32)			8			0
Proficient (33-35)			0			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)